FROM EXPERIENCE TO KNOWLEDGE: A NARRATIVE-REFLECTIVE PROTOCOL FOR MAKING TEACHERS PROFESSIONAL KNOWLEDGE OBSERVABLE IN THE AGE OF ARTIFICIAL INTELLIGENCE

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ABSTRACT

This theoretical–methodological paper addresses the underexplored professional knowledge of teachers with disabilities, often tacit and difficult to document. It proposes a Narrative-Reflective Protocol within an ongoing doctoral study. The protocol combines Narrative Inquiry, Disability Studies, Embodied Education, and professional reflexivity. Generative AI acts as a Second Narrative Reader: it returns a structured reorganization of themes and connections already present in participants' accounts, without adding facts or replacing the participant's or researcher's interpretation. The research data are therefore not the AI output, but the transformations emerging between initial narration, critical reflection, and re-narration. The N.A.R.R.A.T.E. framework provides the interpretative lens for this process. The proposal supports a transparent, ethically grounded future empirical validation of the protocol and its contribution to inclusive teacher education.

KEYWORDS
Teacher professionalism; teachers with disabilities; embodied professional knowledge; narrative inquiry; generative artificial intelligence.

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1. Introduction: Making Teachers' Professional Knowledge Observable: The Research Challenge

Over the past decades, educational research has devoted increasing attention to inclusive education, focusing primarily on students with disabilities, inclusive teaching practices, and teacher education. At the same time, the widespread development of generative artificial intelligence has fueled an intense debate on its potential applications in educational contexts, particularly about supporting learning, personalizing teaching, and producing educational materials (Holmes et al., 2019; Dwivedi et al., 2023).

Far less explored, however, is an issue that is becoming increasingly relevant from both a pedagogical and methodological perspective: how to make observable the professional knowledge that emerges from teachers' lived experience and that frequently remains tacit, embedded in everyday practice, and difficult to articulate through conventional qualitative research methods.

This issue becomes even more significant in the case of teachers with disabilities. Despite the progressive consolidation of the inclusive education paradigm, the literature continues to privilege the inclusion of students, while teachers with disabilities remain a largely underexplored area of research. Existing studies primarily focus on organizational barriers, reasonable accommodations, and workplace inclusion, devoting considerably less attention to the body of professional knowledge that may derive from the direct experience of vulnerability, adaptation, and the negotiation of difference (Oliver, 1990; Shakespeare, 2018).

The problem extends beyond the limited availability of empirical evidence; it raises a broader epistemological issue. Many professional competencies developed through experience remain invisible not because they are absent, but because appropriate methodological devices capable of supporting their articulation, critical reflection, and subsequent scientific analysis are still lacking. The challenge,

therefore, is not simply to collect new narratives, but to design research procedures that enable participants to reinterpret their lived experience and transform it into shareable knowledge.

The central question guiding this study is not whether artificial intelligence can analyze teachers' narratives, but how it can be methodologically designed to support processes of reflexivity capable of making tacit professional knowledge observable without replacing human interpretation**.** Accordingly, artificial intelligence is not conceived as an interpreter of qualitative data but rather as a dialogical mediator that provides participants with a reflective re-reading of their own narratives, fostering a process of re-narration through which new professional meanings may emerge.

It is within this theoretical and methodological space that the present study is situated. The paper does not present empirical findings; rather, it proposes the rationale of a Narrative-Reflective Protocol developed within an ongoing doctoral research project. Within this protocol, the construct of the Second Narrative Reader is introduced as a function assigned to generative artificial intelligence, providing teachers with a reorganization of their narratives without producing substitute interpretations or autonomously generating research data.

The original contribution of this study lies in the proposal of a theoretical-methodological device designed to support the emergence of situated professional knowledge through a structured process of narration, reflective feedback, and re-narration. The N.A.R.R.A.T.E. framework provides the interpretative lens through which these processes are understood and guides the design of the subsequent empirical phase of the research.

The following sections present the theoretical framework, the Narrative-Reflective Protocol, the N.A.R.R.A.T.E. framework, and the methodological design of the

study, discussing their implications for narrative research and teacher education in the age of artificial intelligence.

2. From Experience to Professional Knowledge: Narrative, Embodied Knowledge, and Disclosure

Teacher professionalism cannot be understood solely as the set of disciplinary and methodological competencies acquired through initial teacher education. Rather, it is progressively constructed through the interpretation of experience, reflection on practice, and the continuous re-elaboration of the meanings attributed to one's educational action. From this perspective, professional knowledge does not represent a static body of competencies but a dynamic process that takes shape through the interaction between lived experience, reflexivity, and context.

The narrative perspective interprets this process as an activity of meaning construction. Bruner (1990) argues that individuals organize their experience through storytelling, attributing continuity and coherence to lived events. Similarly, Ricoeur (1992) describes identity as a continuously evolving narrative construction in which individuals reinterpret their past in light of present experiences and future possibilities. Within educational research, these contributions suggest that teacher professionalism cannot be understood solely through the observation of teaching practices, but also requires listening to the narratives through which teachers interpret their own professional experience.

Narrative Inquiry, as developed by Clandinin and Connelly (2000), is situated within this perspective by considering professional life stories not merely as testimonies but as sites of knowledge production. Through narration, teachers do not simply describe what has happened; they select events they consider meaningful, organize them into coherent accounts, interpret the relationships between them, and construct representations of their professional identity. Narrative thus becomes a

research tool capable of making cognitive, emotional, and relational processes observable—processes that would be difficult to capture through standardized instruments.

This perspective becomes particularly relevant when professional experience is shaped by conditions of vulnerability. Disability Studies have progressively moved beyond an exclusively medical and individual understanding of disability, highlighting that disability emerges through the interaction between personal characteristics and social, cultural, and organizational contexts (Oliver, 1990; Shakespeare, 2018). Disability should therefore not be understood solely as a condition requiring accommodation, but also as a perspective through which processes of participation, exclusion, and the construction of educational relationships can be critically examined.

Building upon these assumptions, the concept of embodied professional knowledge refers to the body of professional knowledge that develops through the lived experience of the body, vulnerability, adaptation, and relationships with others. Consistent with the perspectives of Embodied Education (Gomez Paloma, 2014) and Embodied Cognition, professional knowledge does not arise exclusively from theoretical learning but also from the ways in which teachers interpret and re-elaborate their concrete lived experience. Adaptive strategies, attentive listening, mediation skills, and sensitivity towards diversity may all constitute valuable professional competencies, even though they frequently remain tacit and insufficiently recognized.

For these competencies to become part of a shared professional heritage, however, they must first be made explicit. In this respect, disclosure assumes particular significance. It should not be understood merely as the communication of a personal condition, but as a narrative practice through which individuals decide whether, how, and when to make a significant part of their lived experience visible.

Disclosure thus represents a process of meaning construction and professional recognition through which tacit knowledge may be shared, discussed, and progressively acknowledged within the educational community.

The theoretical perspectives discussed above converge in recognizing that professional knowledge does not emerge automatically from experience. Rather, it requires processes of narration, reflection, and recognition capable of transforming lived experience into shareable knowledge. Nevertheless, the existing literature still provides only limited guidance regarding the methodological devices that may support these processes within qualitative research. It is precisely within this theoretical and methodological space that the proposal developed in the present study is situated. The Narrative-Reflective Protocol has been conceived to support the transition from lived experience to the construction of scientific data through a process of reflective mediation facilitated by the Second Narrative Reader.

These theoretical perspectives were selected because they converge in interpreting professional knowledge as a situated, relational, and reflexive process, thereby providing the epistemological foundation of the Narrative-Reflective Protocol.

3. The Second Narrative Reader: An Epistemological Proposal for Narrative Research

Narrative methodologies have long shown that the meaning of experience does not emerge solely at the moment of narration but develops through processes of re-reading, reinterpretation, and meaning-making. Qualitative data therefore cannot be reduced to the initial account of experience; they also emerge through the reflective process by which participants progressively reorganize and reinterpret their stories.

In traditional narrative research, this process is generally supported by the dialogue between researcher and participant. Follow-up questions, requests for clarification, and interpretative feedback can bring to the surface meanings that remain implicit

in the initial narrative. Building on this dialogical principle, the present study introduces the Second Narrative Reader, a methodological function assigned to generative artificial intelligence.

The Second Narrative Reader is neither an autonomous research subject nor an interpreter of qualitative data. Its function is to return to participants a structured reorganization of their own narratives, highlighting recurring themes, connections between episodes, and professional competencies already present in their accounts, without introducing new information or replacing human interpretation. Its methodological value therefore lies not in the presumed accuracy of the AI-generated output, but in its capacity to interrupt the linearity of the initial narrative and stimulate further reflection. Participants are invited to critically engage with the feedback, confirming, modifying, integrating, or contesting the representation they receive. This process of negotiation constitutes the epistemologically relevant moment of the procedure.

Accordingly, the AI-generated text is not treated as empirical evidence. Research data emerge from the transformations occurring between the initial narrative and the participant's subsequent re-narration. The process develops through five interconnected moments: initial narration; structured feedback from the Second Narrative Reader; critical reflection on the feedback; re-narration; and qualitative analysis of the transformations emerging across the narrative process.

The Second Narrative Reader should therefore be understood as a reflective mediation device rather than an automated analytical tool. Meaning remains constructed by the participant and interpreted by the researcher. Generative AI serves only to create an additional dialogical space in which tacit professional knowledge may become more explicit, observable, and open to further interpretation.

This epistemological position provides the foundation for the Narrative-Reflective Protocol described in the following section.

4. The Narrative-Reflective Protocol: A Methodological Proposal

Autobiographical narration is a central means through which individuals make sense of professional experience. However, spontaneous narratives do not necessarily make explicit the adaptive strategies, competencies, and forms of tacit knowledge embedded in everyday practice. The Narrative-Reflective Protocol was developed to address this methodological challenge.

The protocol is neither a qualitative analysis technique nor an alternative to Narrative Inquiry. It is a methodological device designed to support the transition from lived experience to research data through a structured process of narration, reflective feedback, and re-narration. Its underlying assumption is that tacit professional knowledge may become more observable when participants critically engage with a reorganized representation of their own experience.

The researcher remains responsible for conducting the interview, defining and supervising the protocol, and interpreting the collected material. Generative AI does not perform qualitative analysis; it operates exclusively as the Second Narrative Reader, providing a standardized reflective stimulus based on material already present in the participant's narrative.

Phase 1 – Initial Narrative. Participants reconstruct their professional experience through a semi-structured narrative interview addressing professional identity, disability, educational relationships, inclusion, and professional learning.

Phase 2 – Second Narrative Reader Feedback. The interview transcript is processed through a standardized prompt. The resulting feedback reorganizes themes, connections, and possible professional competencies already present in the narrative without adding new factual content.

Phase 3 – Critical Reflection. Participants critically examine the feedback and identify the elements they recognize as meaningful, those they consider incomplete or inaccurate, and those requiring further exploration.

Phase 4 – Re-narration. Participants reformulate their narratives in light of this reflective process, confirming, integrating, challenging, or redefining the meanings attributed to their professional experience.

Phase 5 – Qualitative Analysis. The analysis considers the initial narrative, AI-mediated feedback, participant reflection, and final re-narration, focusing particularly on transformations between the first and subsequent accounts as possible indicators of the articulation of tacit professional knowledge.

The distinctive feature of the protocol therefore lies in shifting attention away from AI-generated output and towards the reflective transformation it may help activate. The qualitative datum is not the algorithmic response itself but the participant's meaning-making process as it becomes visible through re-narration.

To strengthen methodological consistency and transparency, all participants follow the same protocol and the Second Narrative Reader operates through a standardized prompt established before data collection. This structure supports replicability while preserving the open and interpretative character of narrative research.

5. The N.A.R.R.A.T.E. Framework: An Interpretative Framework for Narrative Reflexivity

While the Narrative-Reflective Protocol describes how research data are generated, the N.A.R.R.A.T.E. framework provides the theoretical lens through which the reflective processes activated by the protocol can be interpreted. It is not conceived as a rigid operational sequence but as a dynamic representation of the movement from lived experience towards the articulation and recognition of professional knowledge.

The framework comprises seven interconnected processes. Narrate refers to the construction of the initial account through which participants select and organize significant professional experiences. Analyze describes the reorganization of the narrative performed by the Second Narrative Reader, which highlights themes, connections, and professional knowledge already present in the account. Reflect concerns the participant's critical engagement with this feedback, including processes of confirmation, integration, revision, or rejection.

Reconstruct refers to re-narration, through which experience is reconsidered in light of the reflective process. Articulate identifies the progressive expression of professional knowledge that had previously remained tacit or difficult to verbalize. Transform describes possible changes in how participants understand their professional identity and experience. Finally, Empower refers to the potential strengthening of agency and the recognition of the educational value of one's professional knowledge.

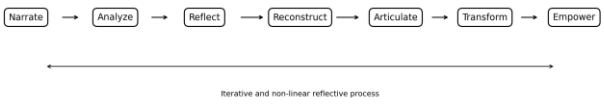


Figure 1: *The N.A.R.R.A.T.E. framework as the interpretative framework of the Narrative-Reflective Protocol.*

These processes should not be interpreted as a fixed linear progression. They may overlap, recur, or develop differently according to each participant's personal and professional trajectory. N.A.R.R.A.T.E. therefore functions as an open interpretative framework rather than a prescriptive model.

The originality of the framework does not lie in introducing entirely new theoretical concepts, but in integrating dimensions that are often examined separately:

narrative meaning-making, embodied professional knowledge, disclosure and recognition, professional reflexivity, and AI-mediated dialogical reflection. Within this perspective, the framework complements rather than replaces the Narrative-Reflective Protocol: the protocol structures the construction of qualitative data, whereas N.A.R.R.A.T.E. provides a theoretical framework for interpreting how tacit professional knowledge may become progressively more observable.

Its validity will therefore depend not on confirming a predetermined sequence of stages, but on future empirical investigation of its capacity to illuminate the reflective processes through which lived experience is narrated, reconsidered, and articulated as professional knowledge.

6. Research Design and Development of the Narrative-Reflective Protocol

This paper presents the theoretical and methodological rationale of an ongoing doctoral study exploring how teachers with disabilities construct, narrate, and reinterpret their professional knowledge. Its purpose is not to report empirical findings, but to describe the conceptual framework and methodological device guiding the subsequent phases of data collection and analysis.

The study adopts a qualitatively driven exploratory sequential mixed-methods design (Creswell & Plano Clark, 2018). The quantitative component has a descriptive and contextualizing function, while the qualitative phase constitutes the core of the study and is based on the Narrative-Reflective Protocol.

The study involves three groups of participants: teachers with visible or non-visible disabilities; colleagues from the same school contexts; and students who have had significant educational experiences with participating teachers. The inclusion of multiple perspectives enables a multilevel understanding of inclusive teacher professionalism by relating teachers' self-representations to the perspectives of colleagues and students.

The Narrative-Reflective Protocol was not developed through the intuitive construction of an interview guide. Its design integrates Narrative Inquiry with established constructs from research on professional identity, inclusion, resilience, agency, self-efficacy, and professional reflexivity. Validated instruments are used as theoretical anchors rather than converted into qualitative interview items. Through a process of narrative translation of constructs, their underlying dimensions inform open-ended questions designed to elicit rich, contextualized, and reflective accounts.

The protocol is organized around four main areas: professional identity, resilience, and teacher agency; attitudes towards inclusion and disability; self-efficacy and professional learning strategies; and narrative meaning-making and reflexivity. These dimensions guide both the formulation of the narrative questions and the subsequent interpretation of the data.

For clarity, the acronyms used in Table 1 and Appendix A refer to the following instruments: SRPI, Professional Resilience of Teachers Scale; OFAID, Opinions Regarding the Factors that Influence Attitudes of Teachers towards Inclusion and Disability; and AI-AA, Teacher Self-Efficacy Scale to Implement Self-Regulated Learning (Benvenuto et al., 2021; Fiorucci, 2019; Scierri, 2024).

Table 1: Theoretical Foundations of the Narrative-Reflective Protocol

Theoretical Area	Constructs Explored	Main References
Professional Identity	Professional identity, resilience, agency	SRPI
Inclusion	Attitudes towards disability and inclusion	SACIE-R; OFAID
Professional Learning	Self-efficacy, teaching strategies, self-regulated learning	AI-AA
Narrative Research	Meaning-making, reflexivity, turning points	Bruner (1990); Ricoeur (1992); Clandinin & Connelly (2000)
Embodied Education	Embodied professional knowledge and teacher professionalism	Gomez Paloma (2014)

The development of the Narrative-Reflective Protocol was systematically documented. For each narrative question, the underlying theoretical construct, the validated reference instrument, and its methodological function within the N.A.R.R.A.T.E. framework were explicitly identified. The complete protocol,

comprising twenty-four narrative questions, is provided in Appendix A, making the relationship between theoretical foundations and interview design transparent.

The questions follow a progression from the reconstruction of professional identity and career turning points to agency, teaching practices, adaptive strategies, professional learning, disability, disclosure, and inclusion. Specific narrative domains are included for teachers with disabilities, colleagues, and students in order to integrate different perspectives on the same educational phenomenon.

Table 2: Narrative Architecture of the Narrative-Reflective Protocol

Narrative Domain	Narrative Purpose	Theoretical Constructs	Reference Scales/Frameworks
Professional Identity	Reconstruct the professional trajectory	Professional identity	SRPI
Turning Points	Identify transformative professional experiences	Professional learning; reflexivity	SRPI
Professional Agency	Explore decisions, strategies, and perceived influence	Teacher agency; self-efficacy	SRPI; AI-AA
Inclusion and Disability	Explore attitudes, experiences, and inclusive practices	Inclusive attitudes; disability	SACIE-R; OFAID
Embodied Professional Knowledge	Examine the relationship between lived experience and professionalism	Embodied Education	Gomez Paloma (2014)
Re-narration	Explore changes in meaning through reflective reconstruction	Narrative meaning-making; reflexivity	Bruner (1990); Ricoeur (1992); Clandinin & Connelly (2000)

Table 2 summarizes the theoretical architecture of the Narrative-Reflective Protocol. The complete analytical correspondence between each narrative question, the construct explored, the validated reference scale or theoretical framework, and its methodological function within N.A.R.R.A.T.E. is provided in Appendix A.

Qualitative analysis will be conducted through Reflexive Thematic Analysis (Braun & Clarke, 2006, 2021), taking the participant's entire narrative trajectory as the unit of analysis. Particular attention will be paid to transformations between the initial narrative and the re-narration following feedback from the Second Narrative Reader, including changes in meaning, the articulation of previously tacit competencies, possible redefinitions of professional identity, and the ways participants negotiate the representation offered through reflective feedback.

Consistent with the theoretical assumptions of the protocol, AI-generated output will not be analysed as autonomous empirical evidence. It will function exclusively as a reflective stimulus supporting re-narration. The qualitative data will consist of the narrative transformations emerging throughout the process and subsequently interpreted by the researcher.

To strengthen methodological consistency, all participants will follow the same Narrative-Reflective Protocol and receive feedback generated through a standardized prompt established before data collection. The entire process will be systematically documented, including the interpretative decisions involved in theme development.

The research design therefore provides the theoretical and methodological basis for the subsequent empirical validation of both the Narrative-Reflective Protocol and the N.A.R.R.A.T.E. framework. Making the complete protocol available in Appendix A further supports methodological transparency by documenting how the interview questions derive from the narrative translation of theoretically grounded and previously validated constructs.

7. Discussion: Implications for Narrative Research and Teacher Education

The Narrative-Reflective Protocol proposed in this study is situated at the intersection of Narrative Inquiry, studies on professional identity, Embodied Education, and research on artificial intelligence in education. Its contribution does not lie in introducing a new qualitative data analysis technique, but in proposing a methodological device aimed at making tacit professional knowledge more observable through structured processes of narration, reflective feedback, and re-narration.

The most original aspect of the proposal concerns the role assigned to the Second Narrative Reader. Unlike approaches that employ artificial intelligence to automate the coding or interpretation of qualitative data, the framework presented here

conceives technology as a dialogical mediator. The feedback generated by AI does not constitute the research data; rather, it functions as a reflective stimulus that invites participants to engage critically with their own narratives, fostering the articulation of meanings and professional competencies that were initially tacit.

From this perspective, a different conception of narrative research emerges. The interview is no longer regarded solely as an instrument for collecting stories, but as a methodological device designed to accompany participants through a progressive process of meaning construction. Consequently, the qualitative data do not coincide with the original narrative, but with the transformations that emerge during the process of re-narration, making the construction of professional knowledge observable.

From a pedagogical perspective, this approach also makes it possible to reinterpret disclosure as a practice of professional recognition. When experience is narrated, critically re-read, and subsequently re-elaborated, the knowledge developed through lived experience may progressively become a shared resource for the educational community, contributing to a broader understanding of inclusive teacher professionalism.

The proposed framework inevitably retains an exploratory character and will require subsequent empirical validation. It will therefore be necessary to verify whether the Narrative-Reflective Protocol effectively facilitates the emergence of tacit professional knowledge and to understand the extent to which the mediation provided by the Second Narrative Reader contributes to processes of reflexivity, professional awareness, and identity construction. These investigations will constitute the natural continuation of the research currently in progress.

8. Conclusion: From Experience to Knowledge: A Proposal for Educational Research in the Age of Artificial Intelligence

The present study offers a theoretical and methodological reflection on the contribution that narrative research can make to the study of inclusive teacher professionalism in the age of artificial intelligence. Starting from the assumption that a significant part of professional knowledge remains tacit and difficult to observe, the article introduces a Narrative-Reflective Protocol in which the Second Narrative Reader assumes the role of a dialogical mediator of reflexivity, while the N.A.R.R.A.T.E. framework provides its interpretative foundation.

The originality of the proposal does not lie in the use of artificial intelligence as a tool for automated analysis, but in the design of a methodological device that employs narrative feedback to support processes of re-narration and shared meaning construction. Consequently, the research data consist of the participant's narrative transformation rather than the output generated by the algorithm.

The empirical validation of the protocol represents the next stage of the research. Should this approach prove to be methodologically sustainable, it could contribute to expanding the methodological tools available to narrative research and offer new perspectives for the study of teacher professionalism, reflexivity, and inclusion processes within educational contexts.

If the empirical validation confirms the hypotheses advanced in this study, the Narrative-Reflective Protocol may provide educational research not only with a new methodological device but also with a different conception of the relationship between narrative, reflexivity, and artificial intelligence, in which technology does not replace human interpretation but expands its possibilities for understanding.

Statement on the Use of Artificial Intelligence

Generative artificial intelligence tools were used exclusively to support language revision, text organization, and critical discussion during the preparation of this manuscript. The formulation of the research problem, the development of the theoretical framework, the research design, the Narrative-Reflective Protocol, the construct of the Second Narrative Reader**,** the N.A.R.R.A.T.E. framework, the selection and interpretation of the literature, as well as all scientific decisions presented in this article, are the sole responsibility of the authors.

Artificial intelligence was not used to generate research data, conduct qualitative analyses, interpret empirical findings, or replace the authors' scientific judgement. All content was critically reviewed by the authors, who assume full responsibility for the accuracy, integrity, and scientific validity of the manuscript.

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APPENDIX A

Theoretical and Methodological Development of the Narrative-Reflective Protocol

Correspondence between Narrative Questions, Theoretical Constructs, Validated Instruments, and Their Methodological Function within the N.A.R.R.A.T.E. Framework

The narrative questions presented in this appendix are **not** a literal adaptation of the items included in the reference scales. Rather, they represent a **narrative translation of theoretical constructs** identified in the literature and were designed to support free, reflective, and contextually rich narration, consistent with the principles of **Narrative Inquiry**. The validated instruments therefore serve as the **theoretical anchors** of the constructs explored, while the wording of the questions has been specifically developed to fulfil the methodological objectives of the **Narrative-Reflective Protocol**.

N°	Narrative Question	Theoretical Construct	Reference Scale / Framework	Function within the Narrative-Reflective Protocol
1	Looking back on your professional journey as a teacher, which moments do you consider the most significant?	***Professional Identity***	SRPI	Initiating the narrative and reconstructing the professional trajectory
2	Was there a moment when you truly felt that you had become a teacher?	***Professional Identity Development (Turning Point)***	SRPI	Identifying a turning point in professional identity development
3	Can you describe an episode that changed the way you teach?	***Professional Learning***	AI-AA	Identifying transformative learning processes
4	Can you describe a difficult situation that led you to rethink your role as a teacher?	***Professional Resilience and Coping***	SRPI	Exploring professional crises and adaptive responses
5	In which situations do you feel that you can genuinely influence what happens at school?	***Teacher Agency***	SRPI – AI-AA	Exploring perceived professional agency
6	In which situations do you instead feel most constrained or insufficiently recognised?	***Constrained Teacher Agency***	SRPI – SACIE-R	Identifying perceived barriers and contextual constraints
7	Can you describe an occasion when you took an important initiative as a teacher?	***Teacher Agency***	AI-AA	Exploring professional initiative and intentionality
8	When you encounter an obstacle, how do you decide whether to change your strategy, ask for help, or adapt?	***Professional Coping and Decision-Making***	SRPI	Exploring adaptive professional strategies
9	What place do inclusion and disability occupy within your professional experience?	***Inclusive Attitudes***	SACIE-R – OFAID	Introducing the narrative domain of inclusion
10	Have there been experiences that changed the way you think about inclusion?	***Transformation of Inclusive Beliefs***	SACIE-R – OFAID	Identifying turning points in inclusive thinking
11	In which situations have you felt most competent in promoting inclusive practices?	***Inclusive Self-Efficacy***	SACIE-R – AI-AA	Exploring perceived competence in inclusive teaching
12	In which situations have you felt insufficiently prepared to address inclusion?	***Concerns and Professional Uncertainty***	SACIE-R	Exploring perceived professional challenges
13	How did you learn to become the teacher you are today?	***Professional Learning***	SRPI – AI-AA	Reconstructing professional learning pathways
14	What supports you during difficult moments?	***Professional Resilience***	SRPI	Identifying personal and contextual resources
15	If you had to identify the common thread running through your professional story, what would it be?	***Narrative Coherence***	SRPI	Promoting integrative reflection on professional identity

N°	Narrative Question	Theoretical Construct	Reference Scale / Framework	Function within the Narrative-Reflective Protocol
16	Is there any aspect of your experience that you consider important but feel has not yet been sufficiently told?	***Tacit Professional Knowledge***	SRPI – SACIE-R	Opening the process of re-narration
17	In what ways does your experience of disability influence your way of teaching? *(Teachers with disabilities)*	***Embodied Professional Knowledge***	SACIE-R – OFAID	Exploring the relationship between lived experience and professional knowledge
18	Have there been moments when you felt recognised—or not recognised—as a professional within your school? *(Teachers with disabilities)*	***Professional Recognition***	SRPI	Exploring experiences of professional recognition
19	Which encounters or collaborative experiences have changed the way you think about disability? *(Teachers without disabilities)*	***Perspective Transformation through Contact***	SACIE-R – OFAID	Exploring relational learning processes
20	What changes do you believe are necessary for schools to better support teachers with disabilities? *(Teachers without disabilities)*	***Inclusive School Culture***	OFAID	Exploring organisational perspectives on inclusion
21	Has there been an experience that changed the way you think about disability? *(Students)*	***Attitudes Towards Disability***	SACIE-R – OFAID	Identifying perceptual turning points
22	Have you experienced situations in which a teacher with a disability influenced the way you think? *(Students)*	***Meaning-Making Processes***	SACIE-R	Exploring perceived educational impact
23	What genuinely helps a school to support teachers with disabilities? *(Students)*	***Facilitators of Inclusion***	OFAID	Identifying barriers and facilitators
24	Which aspects of the presence of teachers with disabilities enrich—or challenge—school life? *(Students)*	***Perceived Educational Resources and Challenges***	SACIE-R – OFAID	Reflective conclusion of the protocol